



CHERRYDALE ELEMENTARY

302 Perry Road
Greenville, South Carolina

Grades	PK-5 Elementary School	
Enrollment	429 Students	
Principal	Scarlet H. Black	864-355-3300
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

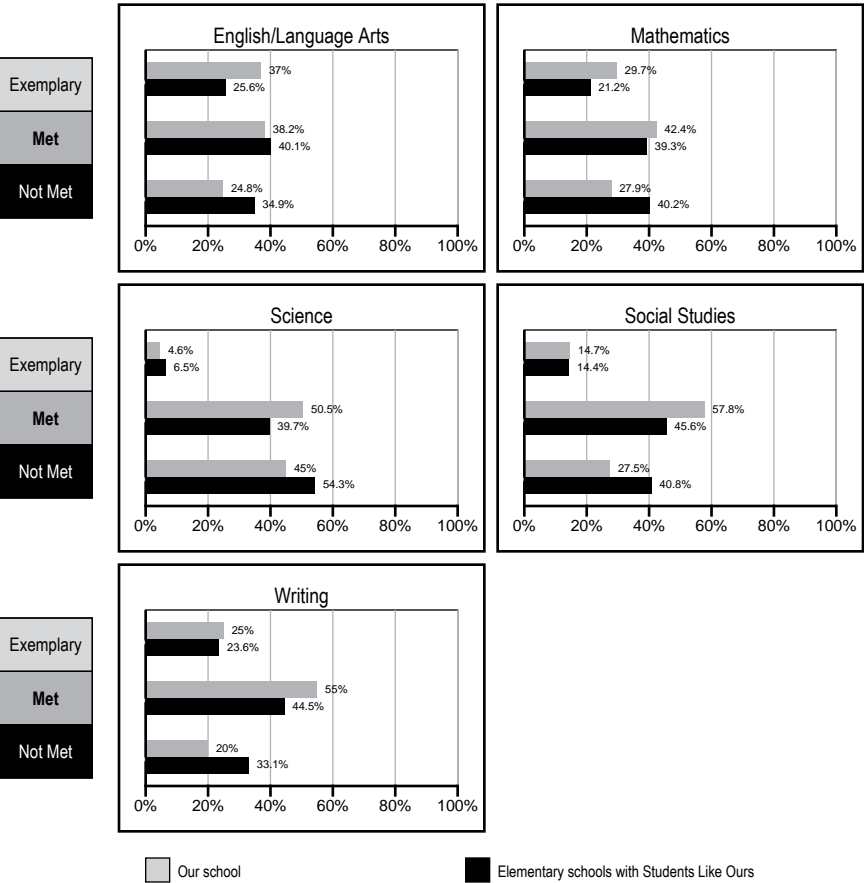
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	72	48	23

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=429)				
First graders who attended full-day kindergarten	92.4%	Down from 94.7%	100.0%	100.0%
Retention rate	1.0%	No Change	1.5%	1.1%
Attendance rate	96.9%	Up from 96.6%	96.0%	96.2%
Served by gifted and talented program	6.7%	Up from 3.7%	5.1%	13.4%
With disabilities other than speech	5.1%	Down from 8.0%	4.3%	4.1%
Older than usual for grade	0.2%	Down from 0.3%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	43.8%	Down from 44.7%	61.9%	62.5%
Continuing contract teachers	87.5%	Up from 73.7%	81.8%	88.2%
Teachers returning from previous year	86.1%	Up from 85.9%	84.3%	87.8%
Teacher attendance rate	96.0%	Down from 99.1%	95.2%	95.2%
Average teacher salary*	\$41,650	Down 1.3%	\$45,188	\$46,773
Professional development days/teacher	15.8 days	Up from 12.3 days	10.6 days	10.5 days
School				
Principal's years at school	10.0	Up from 9.0	3.0	4.0
Student-teacher ratio in core subjects	15.5 to 1	Up from 12.3 to 1	17.5 to 1	19.9 to 1
Prime instructional time	94.1%	Down from 95.5%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,543	Down 7.0%	\$8,694	\$7,447
Percent of expenditures for instruction**	66.7%	Down from 67.7%	67.8%	68.4%
Percent of expenditures for teacher salaries**	65.2%	Down from 66.1%	64.0%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Cherrydale Elementary School continues to be a school to watch. Through our school wide single-gender initiative, rigorous curriculum, mentoring programs, and quality personnel, Cherrydale is on a blistering pace towards reaching higher academic achievement. Cherrydale continues to strive towards increasing our state accountability measures as defined by "No Child Left Behind." For two consecutive years, Cherrydale has met the standards for adequate yearly progress or AYP. In 2010-11, Cherrydale Elementary was again ranked "Average" on the state's report card. At Cherrydale Elementary, we foster a school climate, culture, and environment that is challenging, fun, and nurturing. To this end, it is our goal to ensure that our students have the skills and foundations to meet the world head on after they leave us and continue their educational career.

Scarlet H. Black, Principal
Jennifer Hill, SIC Chair
Tawio Barksdale/Maria Burgos-Gill, PTA Co-Presidents

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	61	40
Percent satisfied with learning environment	91.7%	96.7%	92.3%
Percent satisfied with social and physical environment	100.0%	100.0%	92.5%
Percent satisfied with school-home relations	89.2%	94.8%	97.4%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 25 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	181	100	24.8	38.2	37	81.8	84.1	82.4	Yes	Yes
Gender										
Male	94	100	29.9	41.4	28.7	74.7	80.8	78.7	N/A	N/A
Female	87	100	19.2	34.6	46.2	89.7	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	53	100	21.3	38.3	40.4	83	89.7	88.9	Yes	Yes
African American	73	100	28.4	35.8	35.8	82.1	72.2	72.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	53	100	24.5	40.8	34.7	79.6	79.2	79.3	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.8	83	I/S	I/S
Disability Status										
Disabled	26	100	73.9	21.7	4.3	30.4	48.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	48	100	24.5	38.8	36.7	79.6	79.3	78.3	Yes	Yes
Socio-Economic Status										
Subsidized meals	178	100	24.7	38.3	37	81.5	75.7	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	181	100	27.9	42.4	29.7	84.2	84.4	81.9	Yes	Yes
Gender										
Male	94	100	27.6	40.2	32.2	85.1	82.9	79.9	N/A	N/A
Female	87	100	28.2	44.9	26.9	83.3	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	53	100	19.1	46.8	34	85.1	89.4	88.9	Yes	Yes
African American	73	100	34.3	44.8	20.9	82.1	72	71.4	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.6	94.6	I/S	I/S
Hispanic	53	100	28.6	34.7	36.7	85.7	82.7	81.1	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.3	84.4	I/S	I/S
Disability Status										
Disabled	26	100	65.2	30.4	4.3	52.2	47.1	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	48	100	26.5	34.7	38.8	85.7	83.6	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	178	100	28.4	42	29.6	84	76.5	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	121	100	45	50.5	4.6	55	71.6	68.6
Gender								
Male	62	100	43.9	47.4	8.8	56.1	71.4	68.3
Female	59	100	N/AV	N/AV	N/AV	53.8	71.9	68.9
Racial/Ethnic Group								
White	31	100	22.2	74.1	3.7	77.8	81	80.7
African American	48	100	N/AV	N/AV	N/AV	43.2	52.3	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	41	100	45.9	43.2	10.8	54.1	61.4	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.8	70.8
Disability Status								
Disabled	13	100	N/AV	N/AV	N/AV	27.3	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	37	100	47.2	41.7	11.1	52.8	61.8	60.7
Socio-Economic Status								
Subsidized meals	118	100	44.3	51.9	3.8	55.7	58.4	57.3

Social Studies								
All Students	119	100	27.5	57.8	14.7	72.5	76.1	72.5
Gender								
Male	62	100	28.1	57.9	14	71.9	75.9	72
Female	57	100	26.9	57.7	15.4	73.1	76.2	73.1
Racial/Ethnic Group								
White	40	100	25.7	60	14.3	74.3	82.8	81
African American	48	100	26.7	55.6	17.8	73.3	61.5	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.5	89
Hispanic	29	100	33.3	59.3	7.4	66.7	69.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75.5	73.5
Disability Status								
Disabled	20	100	N/AV	N/AV	N/AV	27.8	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	27	100	31	58.6	10.3	69	70.5	69.7
Socio-Economic Status								
Subsidized meals	116	100	27.4	57.5	15.1	72.6	65.2	62.9

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	66	100	20	55	25	80	76	73.2	96.9	96.4
Gender										
Male	37	100	32.4	52.9	14.7	67.6	70.2	67.2	97	96.3
Female	29	100	3.8	57.7	38.5	96.2	82.1	79.4	96.8	96.4
Racial/Ethnic Group										
White	22	100	19	33.3	47.6	81	83.1	81.5	95.9	96.2
African American	28	100	26.1	60.9	13	73.9	62.2	61.3	96.7	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.3	87	96.4	97.6
Hispanic	15	100	13.3	73.3	13.3	86.7	64.3	66.7	98.1	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	99.9	95.8
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	26.5	26	96.3	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	14	100	12.5	75	12.5	87.5	65.3	65.7	98.1	97.2
Socio-Economic Status										
Subsidized meals	66	100	20	55	25	80	63.7	63.2	97.1	95.9

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	65	100	19	39.7	41.4	81
	4	72	100	32.8	34.4	32.8	67.2
	5	60	100	40.8	30.6	28.6	59.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	56	100	22.6	34	43.4	77.4
	4	59	100	26.4	43.4	30.2	73.6
	5	66	100	25.4	37.3	37.3	74.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	65	98.5	39.7	34.5	25.9	60.3
	4	72	100	28.1	42.2	29.7	71.9
	5	60	100	42.9	30.6	26.5	57.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	56	100	45.3	30.2	24.5	54.7
	4	59	100	9.4	56.6	34	90.6
	5	66	100	28.8	40.7	30.5	71.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	32	96.9	63	29.6	7.4	37
	4	72	100	46.9	45.3	7.8	53.1
	5	31	93.6	54.2	37.5	8.3	45.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	30	100	57.1	35.7	7.1	42.9
	4	59	100	35.8	62.3	1.9	64.2
	5	32	100	50	42.9	7.1	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	33	100	48.4	35.5	16.1	51.6
	4	72	100	37.5	51.6	10.9	62.5
	5	29	100	54.2	41.7	4.2	45.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	26	100	20	52	28	80
	4	59	100	28.3	66	5.7	71.7
	5	34	100	32.3	48.4	19.4	67.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2010	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	64	100	32.8	46.6	20.7	67.2
	4	71	100	40.6	32.8	26.6	59.4
	5	59	100	36	36	28	64
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	66	100	20	55	25	80
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2010	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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